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**Factors that enable, or challenge teachers and centre managers to
support safe risk-taking for young children in early childhood outdoor
environments**

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for the degree of

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Abstract

This qualitative research study investigated the factors that influence New Zealand early childhood teachers' and centre managers' perspectives and practices related to children's risk-taking in the outdoor environment. The data collection methods included two phases; an online questionnaire with teachers and key informant interviews with three early childhood centre managers/head teachers. The data was analysed via thematic coding and reported under respective themes.

Teachers and centre managers play a fundamental role in allowing children to engage in acts of risk-taking. This can be challenging as there are many factors that either enable or inhibit a teacher's ability to support children to take safe risks. This study found that teachers and centre managers within Aotearoa New Zealand demonstrate a positive disposition towards risk-taking in the outdoors; however, their ability to promote safe risk-taking is fraught with tensions in relation to promoting risk while ensuring children are safe from harm. The main findings of the study are categorised into three sections; external factors that influence teachers' perceptions, professional factors that influence teachers' perceptions and the role of leadership.

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For Nana Dot

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Glossary

Kaiako
Whānau
Tamariki
Te Whāriki
Kōhanga Reo
Whakamana
Kotahitanga
Whānau tangata
Ngā hononga
Mana atua
Mana whenua
Mana tangata
Mana reo
Mana aotūroa
Aotearoa
Ōtautahi

Teacher
Family
Children
New Zealand Early Childhood Curriculum
Māori immersion language nests
Empowerment
Holistic Development
Family and Community
Relationships
Wellbeing
Belonging
Contribution
Communication
Exploration
New Zealand
Christchurch